

The Classical Outlook

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THE USELESS LATIN LANGUAGE

BY L. R. LIND
University of Kansas

AFTER fifteen years of teaching Greek and Latin and a few other subjects, I discover that I have become a jack of all trades. Students don't exactly swarm into my classes in overwhelming droves; but Latin, nevertheless, seems to be indispensable now and then for many people. Their customary plaint is, "I've forgotten all the Latin I've ever learned," and they come to me with the strangest requests. Here are some of them.

One man wants a Latin motto for some honorary group in engineering; we finally hit upon the idea of "Let us be brave." Another man, doing research in nineteenth-century English poetry, is puzzled by the word *sitient* in an obscure poem. The dictionaries he has used don't have the word; can I help him out? He is almost ready to emend the text when I tell him it means "thirsty," just as *esuriens* means "hungry."

The scientists are among my best customers in this sideline I've developed. The original descriptions of new species or subspecies of insects or animals are usually written up in the learned journals in an amazingly efficient variety of Latin which provides a universal and international explanation by the mere use of the ablative absolute construction and the first and second declensions. I tell my scientific friends that they could manufacture their own owlsh terminology (a pun is intended) without my help if they boned up for half an hour on these three simple grammatical doodads, but they'd rather consult me. So I've been thinking of putting up a sign over my office door: "Consultant in Latin and Greek." If I charged for my services I'd have quite a tidy income on the side, like some academic chemists and engineers I know who are industrial and commercial consultants on the side.

One friend, a geologist who was surprised when I told him it was possible to do research in Latin and Greek just as he does in geology, asked for a word which would have the general meaning "bare sand dune," i.e., a dune piled up by wind action instead of by growth of vegetation; as you can see, he is an expert in *nudisabulous* dunes (or *nudarennaceous* or *psilopsammic* dunes, if you prefer).

AFTER JUNE FIRST

After June first the address of the American Classical League and the Service Bureau will be:

Miami University
Oxford, Ohio

The American Classical League, through its President, B. L. Ullman, has accepted the cordial invitation of Miami University, Oxford, Ohio, to center its activities at that university for a period of not less than five years.

In his letter of invitation, Dr. Ernest H. Hahne, President of Miami University, wrote to Dr. Ullman:

"You will be interested in learning that the State Legislature of Ohio has by law prescribed that among the purposes of Miami University shall be that of promulgating the liberal arts, and we are very happy to have the mantle of the American Classical League transferred to the campus of Miami University. . . . I assure you of our wholehearted cooperation in serving the ends and objectives of the American Classical League."

Professor Henry C. Montgomery, of the Department of Classics at Miami University, assisted Presidents Hahne and Ullman in making the necessary arrangements.

During the month of May, while the business offices of the League and the Service Bureau for Classical Teachers are being moved to Ohio, there may be unavoidable delays in correspondence or in the filling of orders for materials. To avoid delay, please send in orders before May 15.

Many requests for information of all kinds come in by mail. Will I send a petroleum geologist a list of books on Indo-European philology? You bet I will, and I am delighted to learn that for a hobby he has for many years been reading classical Greek and Latin, Anglo-Saxon, Spanish, and French. He wants to learn all he can about the so-called Indo-European "parent" language. Another man, a lawyer in a small Kansas town, has just spent a hundred and seventy-five dollars on a textbook on butterflies (his hobby), but the descriptions are in Latin! He asks for advice on

Latin grammars and dictionaries to be used in brushing up his Latin—"as bad as I hate to," he writes gruffly. The information goes forward to him at once; I twit him a bit with "You are lucky that a book on butterflies costing a hundred and seventy-five dollars doesn't have the description written in Hebrew as well as Latin, in order to live up to its price." Still another correspondent, who took two years of Greek, back in 1902-1904, in the university where I now teach, wants to know what is a good lexicon of New Testament Greek; he, too, is trying to cling to his share of the good old linguistic training which the present age has tried to discard, but which comes in mighty handy, just the same. The next correspondent is a woman who asks "if some one down there could give us a good, clear, grammatical translation of the 'General Lecture' from Isaac Newton's *Principia*." That's the place near the end of the book where Newton sails off from physics and astronomy into divine theology—a noble passage. But it's a job which would take a few days' work all to itself, and I am a rather busy man. So, ruthlessly suppressing some twinges of conscience, I write back that I'll do it for ten dollars. That is the last I hear of her interest in Newton, which I hope I haven't crushed entirely.

One of the most pleasant tasks that ever came my way was this one—proving that in my profession you never know what to expect. A young girl came to see me one morning. She needed a legal birth certificate to present to an employer in order to get a job. She had a perfectly good birth certificate; the hitch lay in the fact that it was written in modern Greek, which neither she, her parents, nor her employer could turn into the proper legal jargon. To make it more imposing, it was signed by a priest of the Independent Greek Orthodox Church of the United States and Canada. So, after some pencil chewing, I came up with an English version of the dog-eared document, complete with "Be it known by these presents." Her name, by the way, is Roxana, the same as that borne by the lovely mistress of Alexander the Great. You can imagine how the shades of classical antiquity floated around my office the rest of that day. She (Roxana the Modern) offered to pay me; I said I'd settle for a bowl of her mother's lemon soup.

Lately I've begun to have a different but equally businesslike type of client—

veterans back from the Italian campaign. They bring me snapshots they took on the double while in Rome. All they can remember is St. Peter's and the Pantheon; can I identify the ruins, ancient and modern? And so it goes.

The business in mottoes is always brisk, by the way. Can I tell someone the source of "Bis dat qui cito dat"? No exact source is traceable for this, since it is another modification like the lantern of Diogenes, actually a candle. Will I provide a Latin motto for a group of boys who, for some curious reason, wish to glorify their boardinghouse club with some reference to the frontier and the wilder days in Kansas? How can I say "Quantrill Come to Life," for example, and make a motto of it? I ultimately evolved "Quantrillus Redivivus," which seemed to fill the bill. So far I haven't had the heart to do what one of my classical colleagues on another campus is supposed to have done. A newly founded local fraternity asked him for a Greek motto. With more than a twinkle in his blue eyes, he gave the boys a phrase; when translated long afterwards, it was found to read thus: "We are all donkeys"!



SUMMER COURSES AND LATIN INSTITUTES

Postwar conditions made it necessary for this issue to go to press so early that many colleges and universities had not yet completed their plans for the summer session. However, the following lists of courses for teachers of the classics arrived in time to be included in this issue. Inquiries about courses in classics in other colleges and universities should be directed to those institutions.

American Academy in Rome.—A comprehensive course on the graduate level, in Roman civilization from the earliest times to the reign of Constantine, based on the study at first hand of existing monuments in and about Rome (Rowell). For details address American Academy in Rome, 101 Park Avenue, New York 17, N. Y.

American School of Classical Studies at Athens.—Complete summer session, with lectures in Athens and trips to sites in various parts of Greece (Lord).

California, University of (Berkeley).—Intensive Course in Beginning Latin; Four Great Roman Poets (in English translation); Intensive Course in Second-Year Latin; Intensive Course in Beginning Greek; Mythology of Greece and Rome (Alexander).

Chicago, University of.—Rapid Reading Course in Latin (freshman level) (Woodbury); Catullus (Woodbury); Juvenal

(Woodbury); Ovid, *Tristia* and *Ex Ponto* (Bruere); Caesar, *Commentaries* (upper class and graduate level) (Bruere); Elementary Greek (Lattimore); Homer, *Iliad* (Lattimore); Plato, *Symposium* (Lattimore).

Colorado College, Colorado Springs.—Beginning Greek; Cicero, *De Senectute*, and Martial, *Epigrams*; Vergil, *Eclogues* and *Selections from the Georgics* (Jakimowitz).

Colorado, University of.—Cicero and Vergil (for students with two years of high school Latin or the equivalent); Salust; Terence; Catullus; Plautus (a seminar for graduate students); Ancient History; Classical Backgrounds of English Literature; Greek Mythology; Greek and Latin Scientific Terminology; Greek Tragedy in Translation (Hulley).

De Paul University, Chicago, Ill.—Pro-Seminar (Sherlock); Roman Satire (Ring); Cicero, *Philosophical Works* (Sherlock); Horace, *Odes* (Ring); Pliny, *Letters* (Rebenack); Ancient History II, Rome (Rebenack).

Gettysburg College, Gettysburg, Pa.—Roman Law (Glenn); Latin Literature in English (Glenn); Word-Building (Glenn); other courses in Latin according to demand; Beginning Greek (Shaffer); Intermediate Greek—Xenophon, Homer, *Prose Composition* (Shaffer); Greek Literature in English (Shaffer); Plato (Shaffer); New Testament—Hellenistic Greek (Shaffer).

Hunter College of the City of New York.—Greek I; Greek I and II Combined—Intensive Course; Greek and Roman Literature in Translation (De Graff).

Indiana University.—Classical Mythology; Greek and Latin Elements in Medical Terminology; Roman Drama (for graduates and undergraduates); The Latin Romance (graduates); Vergil's *Aeneid* (graduates); Thesis; perhaps also Elementary Greek and additional undergraduate work in Latin (Pratt).

Iowa, University of.—Elementary Latin (White); Latin Review (Butts); Cicero's *Letters* (Potter); Roman Drama (Nybakken); Methods of Teaching Latin (White); Latin Major Readings, Special Assignments, Thesis (Staff); Elementary Greek (Butts); Plato's *Republic* (Nybakken); Greek Drama in Translation (White); Private Assignments in Greek, Thesis (Staff). A series of open forum meetings will be held at which topics of current interest in the field of Latin teaching and in the humanities generally will be discussed.

Kansas, University of.—Latin II, Caesar; Advanced Reading from Latin Authors; Latin Poetry of the Empire; Latin

for High-School Teachers; Roman Private Life; Roman Civilization.

Louisiana State University.—Pharmaceutical Latin; Intermediate Latin, Cicero; Terence; Medical Greek and Latin (Moorhead).

Marquette University, Milwaukee, Wis.—St. Augustine, *Confessions*; Tacitus, *Annals*; English Translations of Greek and Latin Classics; History of Roman Religion.

Marymount College, Salina, Kansas.—Elements of Latin; Vergil's *Aeneid*; Prose Composition; Latin Literature; Quintilian's *Institutio Oratoria*, Book X; Greek Literature (Sister Marie Antoinette).

Michigan, University of.—Latin Literature in English (Copley); Society and Politics of the Roman Monarchy and Republic (Pack); Livy, *History of the Monarchy and Early Republic* (Rayment); Vergil, *Bucolics* and *Georgics* (Pack); Latin Writing (Meinecke); Tacitus, *Annals* (Rayment); Teachers' Course in Cicero (Meinecke); Juvenal (graduates) (Pack); Introduction to Latin Palaeography (Dunlap); Development of Latin Literature (graduates) (Dunlap); Elementary Greek (Pearl); Gospel of Luke and Acts of the Apostles (Pearl); Odyssey (Blake); Basic Greek Ideas (Blake); Laboratory Course in Roman Antiquities (Peterson); Advanced Laboratory Course in Roman Antiquities (Peterson). Also, in cooperation with the Linguistic Institute: Oscan and Umbrian Dialects (Sturtevant); Comparative Grammar of Greek and Latin (Hahn).

Minnesota, University of.—Independent Reading in Latin; Independent Reading in Greek; Greek Mythology; Problems in the Teaching of High-School Latin; Greek and Latin Drama in English.

Montana State University.—Individual work, suited to the desires and preparation of the students. All needs will be met, in groups or individually. (Clark, Ephron.)

New York University.—Vergil, *Eclogues* and *Georgics* (graduates) (Hettich); The Latin Language (graduates) (Kerns).

North Carolina, University of.—Cicero's *Orations* (graduates) (Rogers); Roman Civilization (Rogers); Tibullus and Propertius (Rogers); Livy (graduates) (Suskin); Juvenal (Suskin); Latin Literature in English (Suskin); Elementary Greek (Epps); Greek Literature in English (Epps); Greek Drama in English (Epps); Hellenic Mythology (Harland); Greek Art (Harland); Archaeology and

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the Bible (Harland); Roman Revolution (Caldwell); Hellenistic Age (Caldwell); courses in various stages of elementary Latin (Staff).

Northwestern State College, Natchitoches, Louisiana.—Elementary Latin Reading; Advanced Latin Reading, to suit needs of class (Skiles). Foreign language Conference, May 2 and 3; theme, "Foreign Languages for Living in One World."

Pennsylvania State College, State College, Pa.—Greek Literature in Translation (Dengler); Roman Public and Private Life (Krauss); College Latin (Dengler); Latin Literature (graduates) (Krauss).

Pittsburgh, University of.—Beginning Latin, First Half (Miller); Beginning Latin, Second Half (Miller); Intermediate Latin Reading, First Half (Miller); Intermediate Latin Reading, Second Half (Miller); Mediaeval Latin (Young); Vergil, 'Georgics' (Young); Classical Mythology (Young); Introduction to Classical Philology (Miller); Masterpieces of Greek Literature (Young).

Saint Louis University.—Introduction to Classical Mythology (Kaiser); Seneca and Pliny (Korfmaier); Literary Study of Horace's Odes (Burke); Livy's First Decade (Kaiser); Lucretius and Epicureanism at Rome (Korfmaier); Greek for Latin Majors (Finch); Special Study in Greek (Staff); Critical Periods in Ancient History (Finch). Also, four conferences on the teaching of Latin: "Roman Engineering in Secondary Latin" (Korfmaier); "Classical Mythology in Secondary Latin" (Kaiser); "Roman Politics in Secondary Latin" (Finch); "Roman Trades and Professions in Secondary Latin" (Korfmaier). Also, on July 10, a one-day Latin Teachers' Insti-

tute, on the theme "Realism in the Objectives of Secondary Latin."

Saint Rose, College of, Albany, N. Y.—Vergil; Survey of Latin Poetry; St. Augustine, Confessions; History of Greek and Latin Literature (Sister Emily Joseph, C. S. J.)

San Francisco, University of.—Greek and Roman Religion; Classical Civilization; Greek and Roman Mythology; Vergil, *Bucolics* and *Georgics* (Burns).

Southern California, University of.—Classical Tradition in Drama—Greek Comedy (Travis); Vulgar Latin (Travis); Latin Readings—Ovid, *Metamorphoses* (Brown); Latin Seminar—Vergil, *Early Poetry* (Brown); Readings in Plato (Travis); Latin Classics in Translation (Brown); Research, Thesis (Staff).

Tulane University, New Orleans, La.—Intermediate Latin (Geer and Regenos); Greek Civilization (Geer); Roman Civilization (Regenos).

Western Michigan College, Kalamazoo.—Refresher Course in Latin; Roman Life; Greek and Roman Mythology (Kraft).

William and Mary, College of.—Advanced Reading Course in Latin; Elementary Greek; Greek Civilization. Also, Institute on the Teaching of Latin, carrying credit: Lectures, discussions, reading, laboratory work, demonstration class. (Wagener, Ryan, Mylonas, Opelt.)

Wisconsin, University of.—Vergil (MacKendrick); Seminar in Sallust and Cicero (MacKendrick); Greek Life and Literature (Agard); Classical Mythology (Agard); Greek on request (Agard, MacKendrick).

Letters

From Our Readers

LATIN BANQUETS

Miss M. Corinne Rosebrook, of the Emma Willard School, Troy, New York, writes:

"Our Latin banquet has come to be one of the most popular events of the school year. There is great enthusiasm, and considerable knowledge is acquired in a very pleasant way; for of course the essential study that precedes the banquet makes the effort worth while.

"Each year we use a different plan or theme. Once we had a Roman wedding, with a wedding feast. Our next banquet is to be entirely mythological—the feast following the wedding of Peleus and Thetis; thus we can have the Judgment of Paris.

"Last year Queen Dido was hostess to the 'Tyriis Troiaque profectis' (the Juniors and Seniors), while the several faculty members, as divinities from Mount Olympus, were special guests, and the second-year Latin students served as slaves.

"Following the three-course dinner, with customary ritual, the invocation and wreathing of the wine bowl, the guests were entertained by the bard Iopas, who sang of the 'errantem lunam . . .' (Professor Frank Miller's adaptation in "Dido, the Phoenician Queen," from *Two Dramatizations from Vergil*, University of Chicago Press). Then Dido, using the words of Aeneid I, 753-756, requested Aeneas to tell the tale of Troy. Aeneas replied with lines 3-17 of Aeneid II. From this point on, various scenes from Aeneid II were enacted by the Vergil students, with Aeneas carrying on the narrative briefly between scenes.

"For the scenes, we relied chiefly on the students' own translation, done in dactylic hexameter, borrowing occasional lines and suggestions from Professor Miller's play mentioned above, and three speeches from John Masefield's 'A Tale of Troy.' The last scene, Creusa's, could not show her 'nota maior imago,' but was truly moving. Aeneas concluded with the words of Aeneid II, 795-804. The queen then called for further entertainment of a lighter nature, songs and dances not mentioned by Vergil. A group of girls sang an original medley of lines from popular songs, a ballad about Helen, Paris, and Menelaus, the most effective lines being 'The Last Time I Saw Paris.'

"Besides the well-known 'Gaudeamus Igitur,' 'Integer Vitae,' 'Lauriger Horatius,' the banqueters sang lustily the Latin versions of many familiar songs, thanks to

THE CLASSICAL OUTLOOK, which has provided us with excellent translations of popular favorites. 'Good Night, Ladies' and 'Auld Lang Syne' in Latin concluded a most enjoyable evening.

"Place cards, with the program, the menu (*ab ovo usque ad mala*), and Latin names of the guests, were in the shape of a Trojan horse, with the place, 'Carthagini,' and the date in Latin, as well as the year, 1177 'ante Christum natum.'

"Every Latin student was a member of a committee for the banquet—program, decoration, menu, etc. One of the most important committees was the 'Clean Up Afterwards' committee! The committee on general arrangements chose the *dramatis personae*."

AN AMERICAN TEACHER IN ENGLAND

Miss E. Lucile Noble, of the Upper Darby, (Pa.) High School, is one of fifty American teachers who are serving as exchange teachers in Great Britain during this school year. She writes as follows:

"So far as I know, I am the only American Latin teacher from the public schools serving here as an exchange teacher. I am having a very interesting experience. I am located at a very fine girls' school, Colston's Girls' School, in Bristol. The girls start Latin at the age of eleven and a half years, and have it just four times a week (thirty-five minute periods), and have only one twenty-minute preparation a week. I find it hard to teach a language when the pupils give no time to studying it outside class. Unfortunately they are using a difficult book—a direct method textbook, with not a word of English in it; so I spend half of my time copying vocabulary on the board, and having the girls copy it in their notebooks.

"I have visited several private schools, both boys' schools and girls' schools. I find that they do splendid work on the whole. A large majority of the children take four years of Latin, along with Greek. I find classes of five, six, or seven students. In a boys' school with a total enrollment of 900, I found about fifteen boys doing what we should call college Latin—fifth or sixth year work. I have seen them translating Catullus, Horace, Livy, and Cicero's *De Officiis*.

"French here is considered a 'must' for all the girls and boys who enter the 'grammar school.' Even my eleven-year-olds have had a year of French, and the majority take three or four years of it along with Latin, and Greek, too, in some cases.

"I hope to visit several boarding schools and perhaps a direct method school before the end of our school year, on July 28th.

"I am going to Switzerland for my

three-week holiday in April, and hope to get over into Italy, although the food situation is so bad that few visas are being given.

"At Christmas vacation I attended a classical meeting in London, and heard an interesting paper entitled 'The Art of Translation,' by E. V. Rieu.

"With all the social functions I am attending, and the numerous addresses I have to give before clubs, etc., on American education, I hardly have time to breathe!

"I want to have my CLASSICAL OUTLOOK and the Latin calendar sent to me here, that I may enjoy them myself and then pass them on for my British fellow-teachers to see."

THE COLONEL AND THE CLASSICS

Lt. Col. S. G. Brady, 5th F. A., Rtd., has as a hobby the reading of the classics, particularly in the fields of Roman Britain and military antiquities. He writes:

"I started Latin in one of those Episcopal church schools run in the English manner, where the grades are 'forms' and the teachers 'masters.' We started almost as babies—an excellent plan, I think—reading many things before Caesar (simplified *Noctes Atticae*, *Fabulae Faciles*, *Uiri Romae*, the *New Gradatim*, etc.). As a result, I now read Caesar at sight. . . . I have lately been reading Tacitus in the Loeb edition, and comparing the English and the Latin. I think that this historian's line about Galba is the greatest one-line description of a man in all literature—'Omnium consensu, capax imperii, nisi imperasset.' Also, I confess to an inordinate liking for Martial, excluding the few rough epigrams (and compared with the total, they are very few indeed). I think that few men have reached greater heights of beauty than he did in those lovely lines to his little slave-girl, Erotion; and he is always the foe of sham and pretense, wherever it is found. Finally, I do not see how a man could have written—it seems to me it must have been a god—Homer's and perhaps the world's most beautiful onomatopoeic line, 'Be d'akeon para thina polyphloisboio thalasses. . . .'"

ENROLLMENTS

Professor L. R. Lind, of the University of Kansas, writes:

"The enrollment in the Department of Latin and Greek at the University of Kansas now stands at 242, the highest number shown by all available records; in other words, we have the best enrollment in classics in more than thirty-three years!"

Professor Arthur M. Young, of the University of Pittsburgh, writes: "We have more than 300 students in our department now."

VERSE WRITING CONTEST

RESULTS COLLEGE DIVISION—FIRST PLACE

KERKYLOS TO SAPPHO

By LOUISE HALLEY
Oklahoma University

(Dr. H. Lloyd Stow, Professor of Greek)
I am a voice, a memory. What more
Will future ages know of me, dear heart?

Perhaps because the Muses gave you art

And Aphrodite gave me to adore,
They'll see my name when learned scholars pour

Their praise upon your head. None but this part

Of all your fame I crave, that in your heart

And song my name may live forevermore

As one who called you wife, and loved you well.

Your love is all I ask while I own life,
And all I care for in the world to come.
The gods will know what mortals can not tell

Of how we loved each other, O my wife!

Beyond this truth, let coming fame be dumb.

COLLEGE DIVISION— HONORABLE MENTION

Honorable mention has been awarded to the poems printed below, and also to "Erato," by Mary Mahon, St. Joseph College, West Hartford, Conn. (Sister Mary Sarah, Teacher), and "To Vesuvius," by Jean Carroll, College of Saint Rose, Albany, N. Y. (Sister Emily Joseph, C. S. J., Teacher).

PAN

By MARY DALY

College of Saint Rose, Albany, New York
(Sister Emily Joseph, C. S. J., Latin Teacher)

Over the mountains and down through the valleys,

Across the wide plains and in dark, narrow alleys,

Dancing and prancing and piping his pipe,

And wooing the dryads with songs of delight,

Comes Pan with his music and Pan with his laughter—

Flow'rs curtsy before him and wood nymphs trip after,

And myriads of living things sway to his song

As merrily Pan comes a-hopping along.

God of the woodland and god of the field,

What pow'r does that Pandean pipe of yours wield,

That the waters and winds of your
whole wild domain
Must bow in submission and mimic each
strain?
Whoe'er could your piping and singing
resist,
Though millions of folk scarcely know
you exist!
For the heart of the dreamer, the young
heart, the free,
Would die, jolly Pan, if your song
ceased to be!

ORPHEUS AND EURYDICE

BY ELIZABETH NELMS

MacMurray College, Jacksonville, Illinois
(Dr. Mary Johnston, Professor of
Latin and Greek)

Two lovers happier never could be found
Than Orpheus, the musician, and his
bride,
His bride, the fair Eurydice of Thrace.
But lo, a shadow fell across their path,
And young Eurydice was snatched
away,
Down to the hateful shades, because a
snake
Had with its venom pierced her tender
heel.
Sad Orpheus then resolved to seek his
bride;
He, who by singing moved the heart of
beasts,
Now sought to soften Pluto, King of
Shades.
When many days had passed, he reached
the realm
And sang for Pluto and Proserpina;
And as he sang, far off he saw his wife,
He saw her limping from her recent
wound.
Then Pluto, softened by his lovely
tones,
Gave promise that Eurydice might leave
If Orpheus, as they climbed the up-
ward path,
Looked not behind him till they left
the shades
And reached the entrance of the upper
world.
Then Orpheus, singing, started on his
way,
And did not turn to see if she was near
Until they reached the exit from the
shades.
He turned too soon, and straightway
she was gone;
And stretching out his arms to hold
her close
He felt no substance, only empty air.
Forever she was lost to human sight.

ECHO

BY JOAN MCINTYRE

Saint Joseph College, West Hartford, Conn.
(Sister Mary Sarah, Latin Teacher)

Through valleys, woods, and dales I go.
You hear my voice, "Echo, Echo!"
Resounding, pounding, bounding cry,
It sweeps the air, the earth, the sky.

With mist and fog I creep tiptoe.
Call softly! I will answer low.
Alone I walk the woodland way;
In solitude I spend each day.

No more beneath the forest sun
Shall Cupid blend our hearts as one;
No more beneath Diana's glance
In silver moonlight shall we dance.

Forgotten lover that I am,
Discarded toy of fickle Pan,
Eternally I voice my woe,
My plaintive cry "Echo, Echo!"

ARACHNE

BY MARY PENASACK

College of Saint Rose, Albany, New York
(Sister Emily Joseph, C. S. J., Latin Teacher)

Spider, spider can it be
That you once were just like me?
That you laughed and talked perchance?
Might have had a wee romance?

Haughty damsel—ah, but fair!
Spinning threads as fine as hair,
Boasting you could all outspin,
You aroused the gods' chagrin.

Having heard this ghastly tale,
Humbly I conceit bewail;
What if mother, serving tea,
Found a spider which was *me*!

HIGH SCHOOL DIVISION—
FIRST PLACE

TO HELEN

BY MARY K. BRICE

York Community High School, Elmhurst, Illinois
(Mrs. Warren Larson, Latin Teacher)

Ah, Helen, what wert thou, that Fate
should turn

Against thee, and decree with visage stern
That for thy love immortal Troy should
burn?

Thou wert the common curse of Greece
and Troy!

For thee the noblest blood of Greece was
shed;

For thee unto the battle Mars has led
The fairest and the bravest; they are dead.

The fury of the gods be on thy head!

Thou curse of Troy and of thy native
land!

But, in the end, the work was none of
thine.

Thy love compelled thee; thou couldst
not decline

A task that only Fate could thee assign.
We therefore hail thee, fairest of thy line!

Thy curse forgot, thy beauty wins ac-
claim.

HIGH SCHOOL DIVISION—
HONORABLE MENTION

Honorable mention has been awarded
to the poems printed below, and also to
"Cupid and Psyche," by Anne Cabot Wy-
man, The Baldwin School, Bryn Mawr,
Pa. (Dr. Evelyn Spring, Latin Teacher);
"To Atalanta," by Betty Anne Schoen,

Academy of the Holy Angels, Fort Lee,
New Jersey (Sister M. Ignatius, S. S.
N. D., Latin Teacher); and "Fall of
Troy," by Mary Alice Patton, Ursuline
Academy, Springfield, Illinois (Mother
M. Dolores, O. S. U., Latin Teacher).

TO ATHENS

BY VERA JULIA GORDON

Hunter College High School
(Dr. Lillian Corrigan, Latin Teacher)

O Athens, proudest state of ancient
Greece,

Within thy bounds man reached his
highest glory

In that famed age of Pericles, when
thou

Held'st men, the great of many fields,
whose works

Inspired all those who since have sought
for truth.

Bright Athens, true Pierian spring of
earth,

Why should man rise to such immortal
heights,

Then fall, and never gain that peak
again?

Perhaps (who knows?) Athene Polias,
Protectress of that city, could impart
Such wisdom to but one of earth's fair
lands,

And rightly chose that state which bore
her name,

And made of it a light for every age.

TO CUPID

BY GEORGIANA BROWN

Academy of the Holy Angels, Fort Lee,
New Jersey
(Sister M. Ignatius, S. S. N. D., Latin Teacher)

Have you sent your winging arrow
forth again,

As when you sat on queenly Dido's knee
And charmed her unsuspecting, yielding
heart,

With love's own posed and well-known
trickery?

Now have you found a target yet un-
touched,

To stand the practiced siege of archer's
skill?

You find it fun to test your skill anew
And tempt me, eager for your pleasant
call.

But I see through your gleeful tricks
and wiles;

Elissa's fate has warned of cunning
schemes.

So practice, archer, let your darts sail
forth;

For I'll just laugh—I'll not be prey for
you!

THISBE'S LAMENT

BY ANNE DONOVAN

Sacred Heart Academy, Washington, D. C.
(Sister M. Melchior, O. P., Latin Teacher)

Lo, my beloved, lying dead!

He stares with sightless eyes
From Mother Ceres' mossy bed

Up to the sapphire skies.

The empty sheath its tale doth tell;
The crushing truth I see;
By his own hapless hand he fell
To search beyond for me.

And now his sword shall stop my breath,
Forever ending strife.
Together we shall find in death
The bliss denied in life.

PROMETHEUS ALONE

BY LOLA MARY EGAN

Hockaday School, Dallas, Texas
(Marguerite B. Grow, Latin Teacher)

A star is near the crescent of the moon,
Inclining slowly toward its silver rim.
'Midst ruined columns from old marble
hewn,
Where lonely winds breathe quiet requiem,
Nocturnal mists and moonlight hushed
and dim
Enshroud a fallen god in solitude.
His massive head declines, one weary limb
Is bent. Released from fettered servitude,
He bows his once impassioned soul, in
thought subdued.

* * *

"Within a hollow reed, I carried fire,
Stolen from out the jealous, golden sun;
And raised man's earthbound soul unto a
spire
Where he might see ethereal starlight
spun
And like the shimmering stars become.
No one—
Not sceptered Zeus himself—could have
done more."
Yet though a flight so nobly is begun,
Prometheus sighs, his head bowed as be-
fore,
And fears the wings are frail for heights
they must explore.

VENUS AND ADONIS

BY JEANNE CUNNINGHAM

Central High School, Washington, D. C.
(Miss Elizabeth L. Shields, Latin Teacher)

Adonis lay expiring on the green,
And, seeing him so close to death, she
rushed;
Yet Death was swift to touch the eyes
once keen,
And, as she gazed, her voice with tears
was hushed.

As Venus ran she brushed against a thorn,
Which grew upon a bush of roses white.
And in that space the crimson rose was
born,
From shame of scarring one so fair and
bright.

So, having seen her lover pass away,
Sad Venus clasped him to her tender
breast.
Until the gods had vowed that fateful day

To let him live, she held him closely
pressed.

Again his pulse began to beat with life,
And Venus' eyes became once more aglow.
Now gone were all unhappiness and strife;
Then born were all the seasons we now
know.

For half the year he dwelt above on earth,
Creating spring and summer, clad in light.
The half he spent below, removed from
mirth,
And bowed in fall and winter like the
night.

And thus anemone and blushing rose,
Along with seasons four were born that
day.

So long as poets paint with verse and
prose

These memories will never fade away.

• • • • •

CAN YOU TRANSLATE THEM?

BY GOODWIN B. BEACH
(See our April issue, page 70.)

SOLUTION

"Bad apple trees do not bring forth
good apples nor do good apple trees
bring forth bad apples, and though good
masts are rarely made from apple trees,
whether good or bad, still cheek bones
both good and bad can be smashed by
poles, both good and bad."

Vocabulary: malus, -a, -um, adj.,
"bad"; mālus, -i, fem., "apple tree";
mālum, -i, neut., "apple"; mālus, -i, masc.,
"mast," "pole"; māla, -ae, fem., "cheek
bone."

"The captain, looking wild with his
bushy mop of hair, and armed with a blunt
javelin with which he might inflict
wounds on attackers, while he stands on
a pier, watches boys on this hand play-
ing ball, and, on that, shepherds driving
shaggy animals gathered from all quar-
ters of the earth into traps."

Vocabulary: pilus, -i, masc., "hair";
pilum, -i, neut., "javelin"; pila, -ae, fem.,
"ball"; pila, -ae, fem., "pier," "mole";
plāga, -ae, fem., "wound"; plaga, -ae,
fem., "region," "quarter"; plaga, -ae,
fem., "trap."

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materials freely in their classrooms, but
will refrain from reprinting them.

Notes And Notices

The annual meeting of the Classical
Association of the Atlantic States will be
held at the Hotel Willard in Washington,
D. C., on May 9 and 10.

On May 2 and 3, 1947, the Second
Northwestern State College Foreign Lan-
guage Conference will be sponsored by
Northwestern State College at Natchi-
toches, Louisiana, under the direction of
Professor Jonah W. D. Skiles. The theme
will be "Foreign Languages for Living in
One World." Professor W. C. Korf-
macher, of Saint Louis University, will be
the lecturer in classical languages.

The Classical Association of the Middle
West and South will administer, begin-
ning with the summer of 1947, an annual
scholarship grant of \$500, for a secondary
school teacher of the classics within the
territory of the Association, to be used
for summer study at the School of Classi-
cal Studies at Athens. Further informa-
tion may be obtained from Professor W.
C. Korfmacher, Saint Louis University,
St. Louis 3, Mo.

In 1947 there will be available to
Rhode Island teachers who are members
of the Classical Association of New Eng-
land a scholarship of the value of \$500,
for use in summer study at the American
School of Classical Studies at Athens.
Further information may be obtained from
Professor C. A. Robinson, Jr., Brown
University, Providence, R. I.

"The Classics in Radcliffe College," a
most attractive booklet, written in read-
able style and illustrated, is available for
girls interested in entering Radcliffe Col-
lege. The text of the booklet, with some
of the illustrations, is reprinted in *The
Classical Journal* for January, 1947, pp.
223-228. Teachers would find the article
helpful for work on the value of the
classics. It was prepared by Professor
Sterling Dow, President of the Archaeo-
logical Institute of America.

Radcliffe College announces a competi-
tive freshman scholarship of \$750, for
girls interested in the classics; and also
another scholarship in classics for a
freshman, with a stipend of \$100 or more,
depending on the financial need of the re-
cipient. Details may be obtained from
the Committee on Scholarships, Radcliffe
College, Cambridge 38, Mass.

Esther Cloudman Dunn's book, *Pursuit
of Understanding: Autobiography of an
Education* (Macmillan, 1945), has a sec-
tion on the value of Greek prose compo-
sition, as shown in the experience of "two
high-spirited young men, who wrote in
Greek so gaily while they rested from
a set of tennis."

An article by Frank M. Snowden, Jr., in *School and Society* for January 18, 1947, 45-46, on "The Staffing of Interdepartmental Courses," will be of interest to classicists.

On February 21, 1947, the Association of the Alumni of the American Academy in Rome gave a dinner in honor of the new Director of the Academy, Laurance P. Roberts, at the Century Club in New York City. The Director reported on conditions as he had found them in Italy, and made recommendations for the post-war Academy.

MATERIALS

A classical number of the periodical *Education* will appear in June under the editorship of B. L. Ullman. Among the contributors are Lenore Geweke, Henry C. Montgomery, Goodwin B. Beach, W. C. Korfmacher, Marian C. Butler, E. J. Burrus, Harold B. Dunkel. Copies may be obtained for fifty cents each from the publishers, The Palmer Company, 370 Atlantic Ave., Boston 10, Mass. The number of copies will be limited.

The Latin Week number of *The Latin Leaflet*, published by the University of Texas, is of exceptionally high quality. In addition to local news and notices, it contains several interesting suggestions for Latin Week, and a complete play in English—"Final Appearance," by Ilanon Moon. The 23-page leaflet may be obtained for 10c from University Publications, University of Texas, Austin 12.

The *Bulletin*, published by the Pennsylvania State Association of Classical Teachers, under the editorship of Edith M. Jackson, appears quarterly during the school year. Teachers outside Pennsylvania may obtain the *Bulletin* for one dollar a year; address William A. Hurwitz, 4701 Wayne Avenue, Philadelphia 44, Pa. The current number contains suggestions for Latin Week; an announcement of a puzzle contest; notes and news; and several short articles.

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The address of the Service Bureau is Vanderbilt University, Nashville 4, Tennessee.

Please note that from June 1, 1947, on, the address of the Service Bureau will be: Miami University, Oxford, Ohio.

The Service Bureau has for sale the following material recently published:

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- 360. A Bibliography on the Romans in Britain. Completely revised, by Lt.-Col. S. G. Brady, U. S. Army Retired. 15c
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- 629. Amo, Amas, Amat. A radio program, by Mary Ann Steele and Josephine Frisbie. One of a series of educational broadcasts which won for Central High School, Omaha, Nebraska, the Peabody Award for 1945-46. 25 minutes. 6 boys, 5 girls. 20c
- 630. Perseus and the Gorgon's Head. By Elizabeth Keiser. A spectacular play or assembly program, in verse. 16 girls, 6 boys, plus extras. 35 minutes. 25c

The Service Bureau has for sale the following items previously published:

FOR THE END OF THE TERM

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The Garland of Defeat. By Florence Bennett Anderson. A historical novel laid in Greece in the days of Praxiteles. (On the college level.) Price, \$1.75.

Orpheus with His Lute. By W. M. L. Hutchinson. Stories from Greek mythology. Illustrated. List price, \$2.00; our price, \$1.69.

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Cantemus. By Julia B. Wood. In two parts, "Group I" and "Group II." Both contain Latin songs and translations of Latin songs, with music. In addition to the songs in "Group II," there is information on ancient music, rhythm, and verse, and a bibliography on the music of the Greeks and Romans. Price, Group I, 50c; Group II, 70c.

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Pictures

The Service Bureau has a number of pictures which can be used in Latin classes. These sell for a few cents each. Write for a free list.

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LATIN CLUB BULLETIN

Bulletin XII. The Latin Club, by Lillian B. Lawler. Sixth edition, revised and enlarged, 60c. A complete handbook on the subject.

MAY DAY OR SPRING FESTIVALS

Mimeograph

592. Some Suggestions for May Day or Spring Festivals. 10c.



INDEX TO VOLUME XXIV

I. Titles

Adam of St. Victor (*Messenger*), 49; Adult Education Group, An (*Baldwin*), 35; After June First, 77; Afton Water (*Hodgman*), 33; Again, Latin in Hawaii (*Griffin*), 67; American Classical League Citations (*L. B. L., Ullman*), 3, 16; American Classical League—Reports of Officers, 7; American Classical League Service Bureau, 9, 22, 31, 43, 52, 62, 73, 83; American Teacher in England, An (*Noble*), 80; Ancient Planetaria, 13; Ancient Roman in the U. S. A., An (*Edwards*), 33; Ancient Sky-Writing (*L. B. L.*), 58; And On Earth Peace (*Mierow*), 29; Attention, Departments of English (*Withers*), 26; Authorship of the Culex, The (*Treacy*), 60; Bandusian Fountain, The (*Mierow*), 40; Bimillenary Celebration, A (*Hugill*), 15; Birthday Cards (*Kyne*), 56; Birthday of Rome, The, 55; Book Notes, 8, 22, 29, 41, 51, 61; Burlesque Manuscript, A (*Bacon*), 3; Call

for Summer Courses, 34; Cantique de Noel (*Hodgman*), 26; Can You Translate Them? (*Beach*), 70, 82; Carry Me Back to Old Virginny (*Hodgman*), 18; Challenge, A (*Beach*), 28; Christmas Greeting, A (*Cochran*), 25; Chum's Lament for Percival, A (*Thomas*), 4; Cincinnati Symposium (*Withers*), 54; Classical Heritage in Byron, The (*Young*), 53; Classics and American Culture, The (*DeWitt*), 45; Colonel and the Classics, The (*Brady*), 80; Contest Closing, 38; Controversy, A (*White*), 27; Crimes of Soldiers in the Theodosian Code (*Pharr*), 69; Dance Mania in Prehistoric Greece (*Lawler*), 38; Debate, A (*Sr. Emily Joseph*), 4; Derivative Pictures (*Pohle*), 5; Derivative Tests (*Pohle*), 68; Do Not Let Them Go Unchallenged (*L. B. L.*), 30; Dwellers in the Sky (*Cochran*), 57; Eggs and Sheep (*Cochran*), 48; Enrollments (*Poteat* and others), 35, 48, 67, 80; Experiment in Third Year Latin, An (*Goble*), 1; Facilis Descensus Averno (*McCartney*), 37; Foods (*Pullman*), 55; For Conversation (*Byles*), 48; Foreign Cheese (*McCartney*), 47; Give the Outlook, 28; Golden Apple, The (*Kyne*), 68; Grapes as a Lure and a Peril (*McCartney*), 28; Greek Scholarship, A, 48; Greek Tragedy at the Hart House Theater (*Langford*), 59; Horace to His Book (*Lund*), 41; How to Save Small Classes (*Pohle*), 48; I Am Building a Cathedral (*Hritz*), 5; Illustrating the Aeneid (*Aloysius*), 48; Individual Motives (*Pohle*), 55; Inexorable Death (*Lindow*), 69; In Latin Class Each Morning, 55; Inquiring Reporter, The (*Pullman*), 55; International Note, The (*McKinney*), 4; Julian the Apostate (*Boxen*), 39; Junior Classical League, The (*Latta*), 17; Krates and the Servant Problem (*Lawler*), 2; Language Assembly, A (*Pohle*), 55; Latin as an International Language (*Kuszynski*), 4; (*Thompson*), 28; Latin Banquets (*Rosebrook*), 79; Latin in Hawaii, 3; Latin Is Practical (*Beach*), 4; Latin Scholarship, A, 57; Latin Schools? (*Byles*), 47; Les Rameaux (*Hodgman*), 66; Letters from Our Readers, 3, 15, 27, 35, 47, 55, 67, 79; Lingua Americana and the Romans (*Joseph*), 34; Little Fishes in the Brook (*Colby*), 53; Lord's Prayer in Verse, The, 36; Love's Old Sweet Song (*Hodgman*), 46; Machine Age, The (*Beach*), 16; Materials, 9, 31, 62, 73, 83; Millennium, The (*Bacon*), 68; Mixed Derivatives (*Cochran*), 16; Model of a Roman Bridge, A (*Guenther*), 49; More Trick Inscriptions, 4; Mythology Quiz, A (*Gonsalva*), 16; New Classical Scholarships, 3; Nihil Sub Sole Novi (*Freundlich*), 16; Notes and Notices, 8, 22, 42, 51, 62, 82; Officers of the American Classical League, 1946-7, 2; Orbis Pictus (*Hind*), 17; Original Play, An (*Basehore*), 27; Pandora (*Arbuthnot*), 20; Persephone's Song (*Henderson*), 27; Political Career of Catullus, The (*Allen*), 65; Projects (*Coyle*), 5; Pronunciation of Greek in American Schools and Colleges (*Blake* and others), 20; Publicity for the Classics (*Montgomery*), 36; Quid Novi Sub Jove? (*Reubelt*), 21; Romans Yodeled, The (*DeWitt*), 25; Rome from the Tiber in Antiquity (*Picture*), 1; Schopenhauer and the Classics (*Gries*), 72; Some Latin Letters (*Johnston*), 66; Some Thoughts on Greek Music (*White*), 21; Sonnet (*Perry*), 45; Splendat Usu (*Carlson*), 71; Stamps for the Classicist (*Cochran*), 47; Statement of Ownership, 27; Stories about Lifelike Works of Art (*McCartney*), 59; Strikes (*Freundlich*),

48; Summer Courses and Latin Institutes, 78; Supporting Members, 37; Teletias, A Spartan Sea-Dog (*Charles*), 14; Tercentenary, A (*L. B. L.*), 65; Too Much Fish (*Cochran*), 16; To Roman Vergil (*Young*), 3; Treats or Tricks (*Moorhead*), 6; Useless Latin Language, The (*Lind*), 77; Vergil in Opera (*Poore*), 6; Vergil's Birthday, 7; Verse-Writing Contest, 19, 38, 80; We Are Copyrighted, 2, 14, 26, 39, 46, 57, 73, 82; We Can Learn from the Past (*Carr*), 13; Welcome, Happy Morning (*Rogers*), 68; What About Macrons? (*Carr*), 56; What Subjects in College? (*Dowdell*), 27.

II. Contributors

Allen, Walter, 65; Aloysius, Sr. M. Joseph, 48; Arbuthnot, Mabel F., 20; Bacon, C. E., 3; Bacon, P. V., 68; Baldwin, Margaret, 35; Basehore, Mary J., 27; Beach, G. B., 4, 16, 28, 70, 82; Blake, W. E., 20; Bowen, E. W., 39; Brady, S. G., 80; Brice, Mary K., 81; Brown, Georgiana, 81; Byles, W. E., 47, 48; Carlson, Mary L., 71; Carr, W. L. (W. L. C.), 8, 13, 22, 29, 41, 51, 56, 62; Charles, J. J., 14; Cochran, E. E., 16, 25, 47, 48, 57; Colby, J. K., 53; Corrigan, Lillian, 81; Coyle, Edward, 5; Cunningham, Jeanne, 82; Daly, Mary, 80; DeWitt, N. J., 45, 48; DeWitt, N. W., 25; Donovan, Anne, 81; Dowdell, V. L., 27; Edwards, W. A., 33; Egan, Lola M., 82; Freundlich, C. I., 16, 48; Goble, Alta, 1; Gonsalva, Sr. M., 16; Gordon, Vera J., 81; Gries, Konrad, 7, 30, 41, 72, 73; Griffin, J. W., 67; Grow, Marguerite, 82; Guenther, A. M., 35, 49; Halley, Louise, 80; Heller, J. L., 35; Henderson, Jane, 27; Hind, Dorothy H., 17; Hodgman, A. W., 18, 26, 33, 46, 66; Hritz, J. N., 5; Hugill, W. M., 15; Hutchinson, M. E., 48; Ignatius, Sr. M., 81; Johnston, Mary, 66, 81; Joseph, Sr. Emily, 4, 34, 80, 81; Kuszynski, C. S., 4; Kyne, Estella, 56, 68; Langford, H. D., 59; Larson, Mrs. W., 81; Latta, Dorothy P., 17; Lawler, Lillian B. (L. B. L.), 2, 3, 8, 22, 30, 38, 42, 58, 61, 62, 65, 72, 73; Lind, L. R., 67, 77, 80; Lindow, Elizabeth, 67, 69; Lund, F. B., 41; McCartney, E. S., 28, 37, 47, 59; McIntyre, Joan, 81; McKinney, Mary, 4; Melchior, Sr. M., 81; Messenger, Ruth E., 49; Mierow, C. C., 29; Mierow, H. E., 40; Montgomery, H. C., 36; Moorhead, P. G., 6; Nels, Elizabeth, 81; Noble, E. Lucile, 80; Penasack, Mary, 81; Perry, I. D., 45; Pharr, Clyde, 7; Pharr, Mary B., 69; Pohle, Marguerite, 5, 48, 55, 68; Poore, Charles, 6; Poteat, H. M., 35; Pullman, Hazel K., 55; Reubelt, Frances, 21; Rogers, C. M. A., 68; Rosebrook, M. Corinne, 79; Sarah, Sr. Mary, 81; Shields, Elizabeth L., 82; Stow, H. L., 80; Thomas, E. S., 4; Thompson, G. H., 28; Treacy, C. J., 60; Ullman, B. L., 7, 16; Westington, M. M., 67; White, D. S., 26; White, W. B., 21; Withers, A. M., 26, 54; Young, A. M., 53, 80; Young, Charlotte, 3.



Hawaii, University of.—Main Currents in Greek Thought; Greek Drama (Maguire).

Manitoba, University of. Winnipeg, Canada.—Latin I: Roman Civilization (Berry).

Texas State College for Women.—Word Study; Greek and Roman Culture (Arbuthnot).

